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ABSTRACT

Counseling supervision has often been conceptualized as an extrapolation of counseling theory to the supervisory context. As a learning context central to the professional development of counselors distinctly different from counseling, this scope of supervision limited the supervisor's ability to deliberately enhance supervisee growth. Although various models have been proposed to assist supervisors in conceptualizing the unique dynamics of counselor development, the models have done little to articulate a pedagogy in facilitating supervisee skill enhancement, self-awareness, and integrated professional and personal identity related to the roles and tasks of professional counseling. Furthermore, the supervision literature has done little to integrate the training practices of counselors and educators who have disparate perspectives on their roles. This paper, proposes a trainee supervisory model grounded in a collaborative teaching and research effort with educational leadership and school counselor trainees (N=16) at a graduate university. The design and results of this collaborative training project are presented. An overview of the synthesized professional supervision model addressing the learning and training needs of professionals across disciplines and grounded in the process of this collaborative experience are proposed. (Contains 6 references.) (MKA)

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Collaborative Training: The Synthesized Professional Supervision Model

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Introduction

Practitioner supervision is a unique process demanding the understanding of professional practice, supervisee development, the supervisory relationship, and the reflective cycle inherent with professional growth for counselors and educators. The operating paradigm in educational leadership, however, presupposes that traditional learning theories developed for student education is applicable to enhancing and facilitating professional practice. Grounded in behavioral assumptions, educational supervision has maintained an authoritative stance in requiring supervisees (i.e. teachers) to develop in accordance with the worldview of supervisors. Although recent approaches to clinical supervision identified practitioner development as important to professional growth, it has been absent of a supervisory pedagogy. This created a vacuum in which supervisors in educational setting resorted back to their own training model; that of behaviorism. This cycle has impeded the development of models specific to the supervision process and supervisee development.

This has been a similar phenomena in counseling supervision, where it is has often been conceptualized as an extrapolation of counseling theory to the supervisory context. As a learning context central to the professional development of counselors distinctly different from counseling (Russell, Crimmings & Lent, 1984), this scope of supervision limited the supervisors' ability to deliberately enhance supervisee growth. Although various models have been proposed to assist supervisors in conceptualizing the unique dynamics of counselor development (Loganbill, Hardy

& Delworth, 1982; Stoltenberg & Delworth, 1987; Yogev, 1982) it has done little to articulate a pedagogy in facilitating supervisee skill enhancement, self-awareness and integrated professional and personal identity related to the roles and tasks of professional counseling.

Furthermore, the supervision literature has done little to integrate the training practices of counselors and educators who have disparate perspectives on their roles (Russel-Chapin....1996). The purpose of this article, therefore, is to propose a trainee supervisory model grounded in a collaborative teaching and research effort with educational leadership and school counselor trainees at a regional graduate university. The design and results of this collaborative training project will be presented. Furthermore, an overview of the synthesized professional supervision model, addressing the learning and training needs of professionals across disciplines and grounded in the process of this collaborative experience, will also be proposed.

Literature Review: Collaborative Training and Supervision

Knoff's (1988) comparative analysis of clinical supervision outlined the primary characteristics of clinical supervisors, consultants, and counselors. Clinical supervisors were described as overseers who were directive. Their goals were to deal strategically with emotions, solve work-related problems, and build work-related skills for the supervisee. Consultants were collaborators who were helpful. Their goals were centered on being a support system and facilitator for work-related problems. Counselors were therapeutic experts. Their focus was the interpersonal and intrapersonal relations of the client.

Knoff (1988) also demonstrated that all three positions were not integrated despite his conclusion that all dealt with knowledge, skill, objectivity, confidence, and interpersonal relationships related to the supervisee or client. He concluded that each of these models had weaknesses and that a process needed to

be shared among the models that would create an effective developmental problem-solving process. Also, he concluded that his results were conceptual and recommended empirical testing of the hypothesis.

Henderson & Lampe (1992) applied the clinical supervision model used by educational leaders to counselors. Their results indicted that counseling supervisors and supervisees found the model to be professional stimulating. The model fostered professional growth and the counselors stated that they enjoyed the sharing of ideas and the face to face relationship with their supervisor. However, Henderson and Lampe did not combine any other models with the clinical supervision model during their study.

Part of the difficulty in creating a supervision model that combined the field of educational leadership and counseling rested with the perceptions held by professionals in both of these fields. Russell-Chapin, et al (1996) investigated this gap. Their results indicated a significant difference between what counselors' do and administratorsi perceptions of their roles. This was further highlighted by the findings that school counselor understanding of the educational administrators was weak as well. Their recommendation were that the fields of counseling and educational leadership/administration needed to be combined through collaborative efforts at the university level and joint participation in professional organizations.

As educators in counseling and school administration, we responded to this recommendation by combining our classes in, "School Counseling", and "Educational Supervision". The intention was to bring graduate students in counseling and educational leadership to a cohesive understanding of how these models can lead to healthier and more vibrant schools. Furthermore, we asserted that the project would enable them to combine theoretical frameworks and experiences in developing new paradigms. We conjectured that through the

integration of supervision models our students could create a portfolio geared toward the "academic health" of schools.

Combining our graduated classes to meet for three joint sessions, the following is a description and review of how these courses, students, and instructors were provided a collaborative learning opportunity. A discussion of the results and implications for future synthesis with regard to conceptual and practical bridging between the disciplines of counselor education and educational leadership is also provided.

Design of the Collaborative Learning Project

In learning teams consisting of both school counselor and educational leadership trainees, the culminating product was the development of an Academic Health Portfolio. The teams consisted of 2 counseling students and 2 educational leadership students. There was only one exception, which consisted of 3 counseling students and 1 educational leadership student. There were four teams for a total of 16 students. The purpose of this portfolio was to provide a context for understanding the roles of administrators and counselors and the process involved. The project rested on the assumption that clinical supervision and counseling have similarities and differences that can be integrated into a holistic paradigm that provides for a healthy academic environment for students, teachers, counselors, specialists, and non-certified staff. Therefore, the portfolio represented those theories and activities that contribute and promote the overall academic health of students. In reference to this learning project, Academic Health was defined as those dynamics contributing to the learning process of students. This involved emotional, academic, familial, cultural and administrative processes related to the students learning experience.

Portfolio Requirements

The creation of this portfolio required groups to meet several times. All written papers were to be done in APA format, and address the following sections:

Section 1- Supervisory Theory- Groups needed to develop a theory for supervising teachers, school counselors, specialists and other personnel. Operating as a team, the task was to develop this theory as it related to the academic health of students and the school. They were encouraged to explore their perceptions of academic health and change, as well as their own learning style as it related to students and faculty. The paper needed to illustrate a cohesive, synthesized paper regarding the group's theory of supervision.

Section 2- Data Collection- Each individual in the group was required to collect data that demonstrated support for the collective theory. Each individual shadowed a school administrator and a school counselor for a half day. Diligent notes were to be taken regarding the activities of the administrator and counselor so that it could be related back to their developing theory. Each individual based on discussion with the team collected data from a second source. This second source might have been interviews with teachers, students, parents or community members. It might have also been additional observations of classroom instruction, faculty meetings, or board meetings, as well as, documentation review of the mission and goals of a school. It was strongly suggested that the data collection occur at one site for each individual, and that all evidence of the data collection be part of the portfolio.

Section 3- Reflection- Each group was required to write a collective and individual reflection on the relationship of the observational data to the supervisory theory. The individual reflection consisted of the studentsí unique response related to the process of this project and their field of

study (i.e. school counseling or educational leadership) Part of the reflection included individual statements as to this experience and itis influence on their future role as administrators and school counselors. The final portion of the reflection piece was to also include a linking metaphor that would assist in synthesizing the entire portfolio together.

Joint Sessions

Students were required to meet jointly not only outside of class to facilitate their collaborative projects, but were also required to attend three class sessions where students from School Counseling Foundations (ELH 652) and Educational Supervision (ELH 652) were combined. As instructors of these courses, we jointly planned and co-taught these sessions. The first joint class involved discussing the requirements for the portfolio and the paradigms that guided this assignment. This involved the overview of the supervision theory in both respective fields and avenues for overlap between the disciplines. Students were given visual models and examples to demonstrate the overlap of models. The second session reviewed collaborative team learning dynamics and activities for processing the conflicts and differences that exist within groups. This session also provided opportunities for updating progress and discussing concerns. In addition, a re-emphasis on the integration of educational leadership and counseling models for supervision were explored. The final class represented the presentation groups portfolios and evaluation of the process. Each group presented their collective supervisory theory based on the models of the two disciplines, individual beliefs, and collective experiences. Each member of the group presented a summary of their data collection to support the supervisory theory. The culmination of the presentation was a metaphor that linked the disciplines of counseling and

educational leadership in promoting and academically healthy environment through integrated supervision.

Results

The results of this joint venture were exciting and astounding. Each of the four groups exceeded our expectations in the ability to develop an integrated supervisory theory and weave it into the concept of developing an academically healthy school. The students unanimously concluded that supervision was a necessary and integrative component for the creation of academically healthy schools. As one group stated:

> Supervision in an educational setting possesses at its nucleus the primary objective of maximizing those factors which contribute to the learning process of students...the bottom line in facilitating the learning processes of students is the creations and implementation of supervisory theory which maximizes the probability that each staff member will develop toward their fullest potential.

The students validated our beliefs that supervision is a dynamic integrative process hinging on collaboration and mutual trust through paradigms that integrate the disciplines of educational leadership and counseling. Another group succinctly stated;

> Supervision is a dynamic interactive process, an ongoing collaborative process involving a high level of communication. An optimum supervisory relationship must include mutual trust and be flexible in order to adapt to an array of situation. It is a give and take relationship.

The students validated our philosophical belief that effective supervision is the key to attaining an academically healthy environment and enhancing the process of student learning. The

collaborative efforts of educational leadership and counseling students produced supervisory theories that demonstrated the importance of integrating these disciplines. The students stated that through their team work they expanded on their beliefs and established new paradigms. They enunciated that the effect of combining the disciplines could lead to schools realizing their fullest potential with regard to the arena of education.

Discussion

This joint project provided an opportunity to address the gap present in current literature and practice in educational leadership and counseling supervision. It also allowed for developing a framework for working with supervisees across a myriad of professional disciplines. Through the planning, instruction, and involvement of student learning in combining our graduate training classes a model of supervision that synthesized supervisee development, the supervisory relationship, influencing supervisee paradigms, and reflective dynamics of supervision interaction in relation to professional practice evolved. This model of professional supervision contends that supervisee development occurs concurrently with the progression of the supervisory relationship focused on transforming supervisee dissonance into professional schemas through a reflective cycle of supervisor-supervisee interaction. Utilizing deliberate pedagogical interventions matching supervisee development and cognizant of influencing paradigms, supervisors can enhance the professional growth of supervisees.

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